



## **Allama Iqbal Open University Islamabad**

### **Assignment:**

<b><u>NAME</u></b>	<b>Nabi Bux</b>
<b><u>FATHER NAME</u></b>	<b>Muhammad Akram</b>
<b><u>Roll No</u></b>	<b>0000498914</b>
<b><u>DEGREE</u></b>	<b>BED 1.5 Year</b>
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## **Assignment No. 1**

### **Q.1**

**Reflect some common qualities of primary teachers. Why are these qualities required for effective classroom learning?**

### **ANS**

The instructor serves as the school's and the subject's representation. The way a teacher conducts himself has an impact on children, parents, colleagues, and administrators. A student frequently connects their choice for a certain subject to their teacher and how that subject was taught. A teacher's ability to inspire students with their passion and expertise for a subject may be contagious. The way the teacher interacts with the students also affects how well the kids learn in class. One of the first traits to look for in a successful teacher is the personality of the educator. It is possible to cultivate many qualities of good teaching, but it is challenging to change someone's personality.

#### **Positive Qualities**

- Assumes ownership for the classroom and the students' success
- Uses personal experiences as examples in teaching
- Understands feelings of students
- Communicates clearly
- Admits to mistakes and corrects them immediately
- Thinks about and reflects on practice
- Displays a sense of humor
- Dresses appropriately for the position
- Maintains confidential trust and respect
- Is structured, yet flexible and spontaneous
- Is responsive to situations and students' needs
- Enjoys teaching and expects students to enjoy learning
- Looks for the win-win solution in conflict situations
- Listens attentively to student questions and comments
- Responds to students with respect, even in difficult situations
- Communicates high expectations consistently
- Conducts one-on-one conversations with students
- Treats students equally and fairly
- Has positive dialogue and interactions with students outside the classroom
- Invests time with single students or small groups of students outside the classroom
- Maintains a professional manner at all times
- Addresses students by name
- Speaks in an appropriate tone and volume
- Works actively with students

**Strong Communication Skills:**

Any teacher needs good communication skills, but they are especially important in the primary education context. Primary educators must be skilled communicators both verbally and nonverbally. They must be able to succinctly and effectively explain concepts to make sure that pupils grasp the subject. They must also have good listening skills, taking the wants, worries, and inquiries of the kids into consideration. The development of a strong teacher-student connection, active involvement, and the ability to spot and fill up any learning gaps are all enhanced by open and honest communication between teachers and students.

**Adaptability and Flexibility:**

To respond to the changing needs of their pupils and the shifting dynamics of the classroom, primary teachers must be adaptive and flexible. Based on the unique strengths, weaknesses, and learning preferences of each student, they must modify their teaching strategies, methodologies, and resources. Effective teachers are adept at adapting their lessons to suit a variety of students, taking into account their varying backgrounds, interests, and talents. Flexibility and adaptability foster an inclusive learning environment where each student has the chance to succeed.

**Creativity and Innovation:**

Incorporating creativity and innovation into teaching practices can greatly enhance the learning experience for primary students. Effective teachers find innovative ways to present information, engage students, and make learning enjoyable. They use a variety of teaching methods, resources, and technologies to stimulate students' curiosity and critical thinking skills. Creativity in the classroom promotes active participation, problem-solving, and the development of a growth mindset among students.

**Organization and Time Management:**

Primary teachers have a multitude of responsibilities, from planning lessons and assessing student progress to managing classroom activities and maintaining records. To handle these tasks effectively, organization and time management skills are crucial. Effective teachers plan their lessons in advance, ensuring a well-structured curriculum that covers essential topics. They also manage their time efficiently, allocating sufficient time for each activity and maintaining a balance between instruction, practice, and student engagement. Organized classrooms and schedules create a sense of stability and allow for smoother transitions, maximizing learning opportunities.

**Empathy and Emotional Intelligence:**

Empathy and emotional intelligence are integral qualities that enable teachers to connect with their students on a deeper level. Primary teachers often encounter students who may be experiencing personal challenges or facing emotional difficulties. By showing empathy, teachers can provide the necessary support and create a caring and nurturing environment. Understanding and acknowledging students' emotions foster positive

relationships and enhance overall well-being, which positively impacts their engagement and learning outcomes.

### **Continuous Learning and Professional Development:**

Effective primary teachers understand the importance of continuous learning and professional development. They stay updated with the latest educational research, teaching methodologies, and technologies to improve their instructional practices. They actively seek opportunities for professional growth, such as attending workshops, conferences, and collaborating with fellow educators. Continuous learning allows teachers to refine their teaching techniques, adapt to new trends, and meet the ever-changing needs of their students.

### **Collaboration and Teamwork:**

Primary teachers often work within a team, collaborating with other educators, administrators, and support staff. Collaboration and teamwork are vital for creating a cohesive learning environment and ensuring the holistic development of students. Effective teachers actively participate in collaborative planning, sharing insights, and resources with their colleagues. They also work closely with parents and guardians, maintaining open lines of communication to support students' learning both in and outside the classroom.

### **Sense of Humor:**

A sense of humor is a valuable quality that can greatly enhance the primary classroom experience. Humor helps create a positive and joyful learning environment, making students feel comfortable and engaged. Effective teachers utilize appropriate humor to build rapport, relieve stress, and foster a love for learning. Humor can also be used as a teaching tool, making complex concepts more accessible and memorable for students.

We've prepared a list of a number of the qualities that make a wonderful primary teacher:

### **Equity**

Fairness is one of the traits of the students' preferred teachers. All human beings possess an inbuilt experience of truthful play. Each time a person violates, the opposite individual in this situation is susceptible to react negatively.

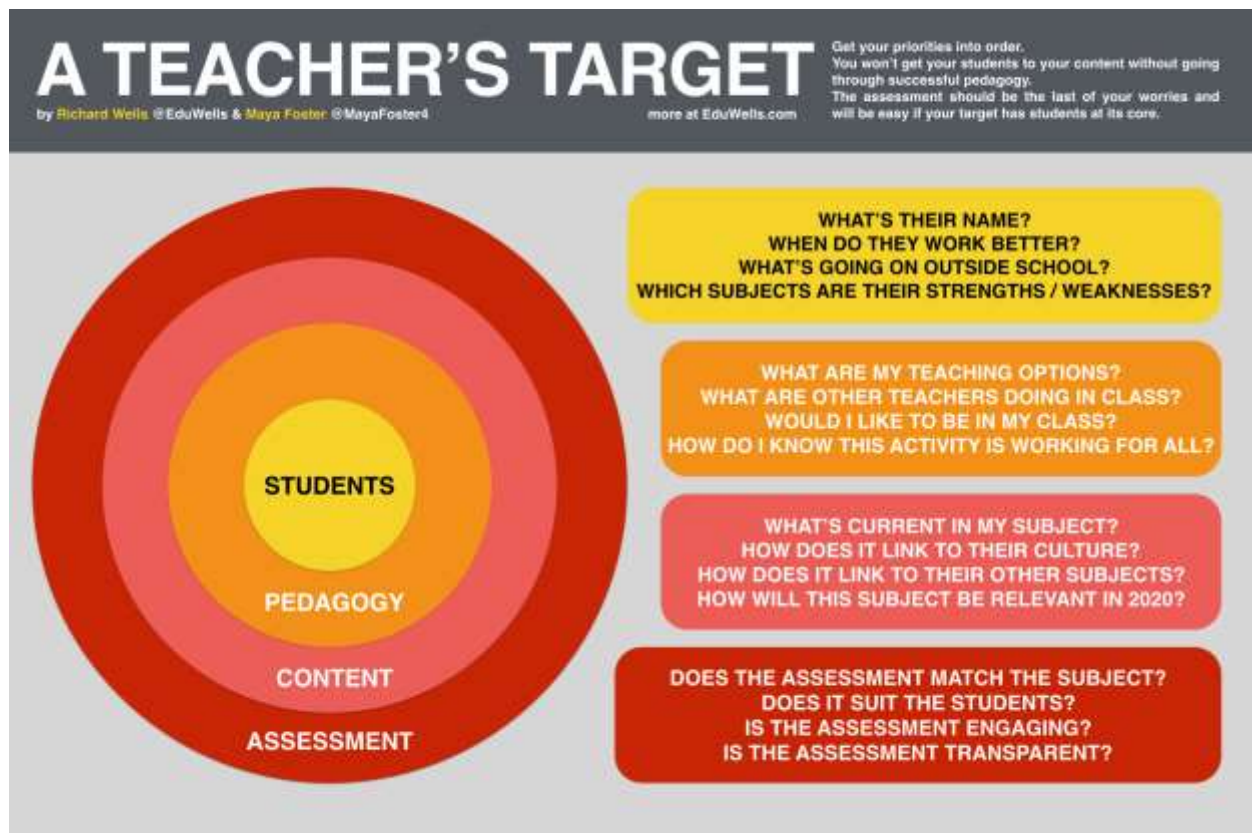
Any impression of favoritism, or loss of fairness, leaves scars at the lifestyles of men and women that last for all time. The student's document in outstanding element, the unfair movements in their instructors once they had poor revel in of competition among classmates, even after a few years have handed.

### **Nice mindset**

Every other feature that students' like maximum is the effective mind-set and approach in their trainer they use into the study room. Students suggest that effective instructors are folks that use meaningful verbal praise to get and keep pupil actively participating within the learning procedure. The powerful instructors are typically advantageous minded

character who considers inside the achievement in their college students as properly at their own ability to help student's achievements.

If the academics have positive mind-set they "seize students doing matters proper" in place of "catching them doing something wrong." the scholars often recall reward and popularity that changed into given by using their instructors at faculties, and they factor to the self-assurance and path that regularly resulted of their lives.



## Preparedness

Competence and expertise of the content place being taught is something that our university students have always cited about their preferred instructors. In a retard: the students pointed out that during lecture rooms in which instructors were properly organized, conduct issues had been less commonplace. The nicely-prepared trainer is more likely on the way to take time at some point of lessons to note and attend to behavioral topics, and is much less probably to overlook the beginnings of potentially disruptive hobby. If, alternatively, teachers have now not spent enough time in making plans and guidance, they have a tendency to be so centered on what they're doing that they omit the early signs of misbehavior. This in the end consequences in frequent disruption, waste of valuable educational time, and student's frustration

## **Personal contact**

instructors who're linked personally with their students; name them by name, smile regularly, ask approximately college students' emotions and reviews, and accept college students for who they are. as well as the academics who inform tales in their personal lives activities which relate to difficulty matter currently being taught, encourage student' s interest and endorse bonding with the scholars. instructors who display hobby of their students have involved students.

## **Sense of humor**

If a trainer has the ability to interrupt the ice in tough situations with the use of humor, this is a really treasured asset for teaching. Consistent with McDermott 49 Rothenberg (2000) students revel in instructors with a experience 'of humor and consider the ones instructors who made gaining knowledge of a amusing. Desirable instructors enjoy amusing with the elegance occasionally.

## **Creativity**

Creativity students constantly like the unusual matters that their instructors do in creative methods. construction of fashions or matters from wastage like plastic bottles gives a subject into which youngsters may want to cross and paintings through themselves quietly on teachers sports like puzzles and word-unearths. Amusing sports organized by means of teachers into the study room encourage the scholars toward gaining knowledge of. Teachers can use specific ways of motivating their class. Teacher on set praise for the elegance on reaching a selected academic aim as an example a teacher can supply extra marks of labor done by the students in a creative way.

## **Red Flags of Ineffective Teaching**

- Believes that teaching is just a job
- Arrives late to school and class on a regular basis
- Have classroom discipline problems
- Is not sensitive to a student's culture or heritage
- Expresses bias (positive or negative) with regard to students
- Works on paperwork during class rather than working with students
- Has parents complaining about what is going on in the classroom
- Uses inappropriate language

- Demeans or ridicules students
- Exhibits defensive behavior for no apparent reason
- Is confrontational with students
- Lacks conflict resolution skills
- Does not accept responsibility for what occurs in the classroom

## Q.2

### 1. Write down the five merits of lesson planning for the teachers.

#### ANS

The theories of learning provide the justification for creating lesson plans; this part will concentrate on the constructivist theory.

The lesson plan gives students the chance to investigate, construct, and present their learning while being organized around the learning objective(s). With this method, the emphasis is shifted from being mostly on the teacher to being primarily on the students.

When delivering a lesson, all effective teachers have a plan in mind. This could be anything from a straightforward checklist to a formal, elaborate, structured plan. The creation of lesson plans is a crucial component of a teacher's toolkit since they serve as a roadmap for the whole lesson, ensuring that each important component is thoughtfully prepared, planned, and executed.

#### **1. Inspiration**

A thorough lesson plan inspired the teacher to improve the lesson plan further. You can make it better for the purpose of achieving the lesson plan in a better way.

#### **2. Evaluation**

A lesson plan helps the teacher to evaluate his teaching and to compare it with set objectives. This evaluation will help you in achieving the set targets in a better way .

#### **3. Self-confidence**

These lesson plans develops self-confidence in the teacher and make them to work towards definite goal.

#### **4. Previous Knowledge of the Students**

A teacher can take a proper care by considering the level and previous knowledge of the students in your class.

#### **5. Organized Matter**

A teacher will be able to finish a particular lesson in a limited time frame. This will help him or her to make the students learn a better and precise manner.

#### **6. Ask Questions**

A teacher will be able to ask proper and important questions to the students in the classroom. This will engage the students in communication and help them in retaining the lesson.

#### **7. Guidance**

A lesson plan works as a guide for the teacher in the classroom. It tells you what to teach so that they can cover the entire lesson within a limited time frame.

#### **8. Interest**

A lesson plan creates the interest of the students in the lesson and makes them learn with curiosity in subject matter.

#### **9. Stimulation**

A lesson plan stimulates the teacher to think in an organized way. This helps you to match the ideal standard of teaching more quickly than ever.

#### **10. Understand the Objectives**

Through a lesson plan, a teacher is able to understand the objectives of the lesson properly and make his students to understand them too, with ease.

Lesson planning is a systematic process that empowers teachers to design and organize their instructional activities effectively. It serves as a roadmap for educators, guiding them through the teaching and learning process while ensuring that specific learning objectives are met. In this article, we will explore the comprehensive process of lesson planning, highlighting each step involved. By understanding this process, educators can create engaging and purposeful lessons that optimize student learning outcomes.

#### **Identify Learning Objectives:**

The first step in the lesson planning process is to identify clear and specific learning objectives. Learning objectives define what students are expected to know, understand, or



be able to do by the end of the lesson. These objectives should be aligned with the curriculum standards and reflect the desired learning outcomes. By identifying learning objectives, teachers establish a focus for their lesson and ensure that instructional activities are purposeful and meaningful.

**Assess Prior Knowledge:**

Once the learning objectives are determined, teachers should assess the prior knowledge and skills of their students. This step helps educators gauge students' existing understanding of the topic and identify any misconceptions or knowledge gaps. Various formative assessment methods, such as pre-tests, concept maps, or class discussions, can be used to gather information about students' prior knowledge. By understanding their students' starting points, teachers can tailor their instruction to meet the diverse needs of the learners and build upon their existing knowledge.

**Select Appropriate Instructional Strategies:**

Based on the learning objectives and students' needs, teachers should choose instructional strategies that best facilitate the acquisition of knowledge and skills. There are various teaching methodologies to consider, such as direct instruction, cooperative learning, inquiry-based learning, or project-based learning. The selected strategies should align with the learning objectives and engage students in active participation and critical thinking. Differentiation and personalization should also be considered to address the diverse learning styles and abilities of the students.

**Develop a Sequence of Activities:**

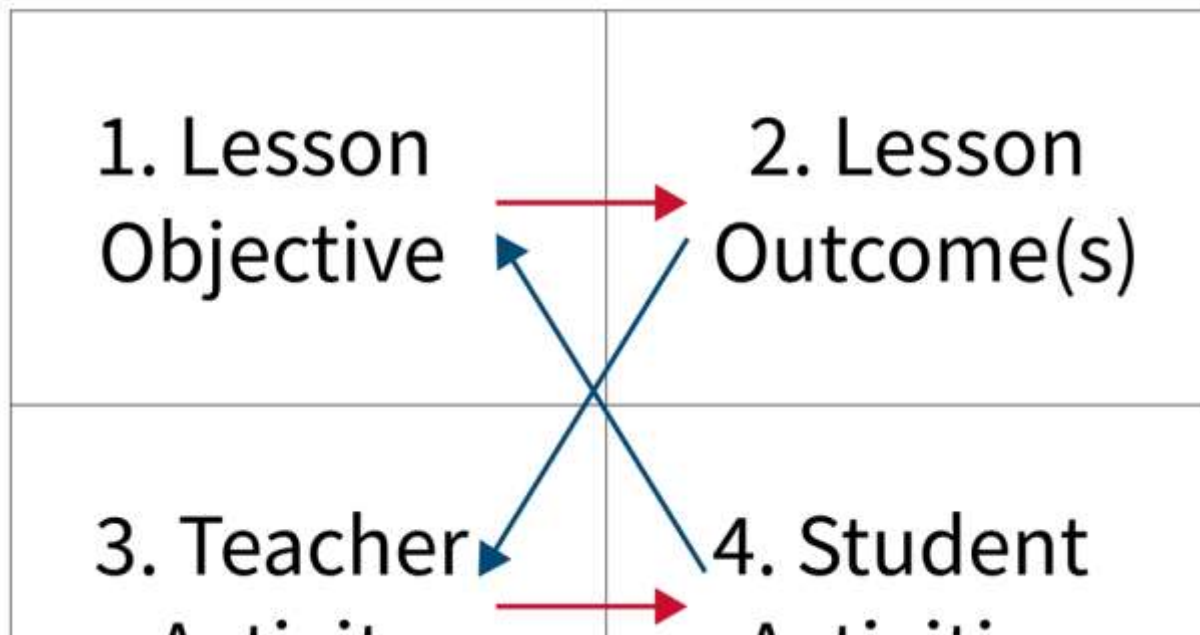
In this step, teachers develop a sequence of activities that support the chosen instructional strategies and learning objectives. The activities should be coherent, logical, and structured to ensure a smooth flow of the lesson. Consideration should be given to the introduction, development, and conclusion phases of the lesson. The sequence of activities should also include opportunities for student engagement, collaboration, and reflection. Teachers can incorporate a variety of activities, such as discussions, group work, hands-on experiments, multimedia presentations, or problem-solving tasks, to enhance student learning experiences.

**Integrate Assessment and Evaluation:**

Assessment and evaluation are crucial components of lesson planning, as they provide insights into student progress and learning outcomes. Teachers should integrate various assessment methods throughout the lesson to measure student understanding and mastery of the content. Formative assessments, such as quizzes, exit tickets, or observations, can be used during the lesson to provide real-time feedback and inform instructional decisions. Summative assessments, such as tests, projects, or presentations, can be employed at the end of the lesson to assess overall student learning. These assessments should align with the learning objectives and provide opportunities for students to demonstrate their knowledge and skills.

**Plan for Differentiation:**

To cater to the diverse needs of learners, teachers should plan for differentiation within the lesson. Differentiation involves providing multiple pathways for students to access and demonstrate their learning. This can be achieved by offering varied levels of support, adjusting the complexity of tasks, providing additional resources or materials, or assigning different roles within group activities. By planning for differentiation, teachers ensure that all students have equitable opportunities to succeed and make progress toward the learning objectives.



Consider whether the teaching method you have selected (step 2 of lesson plan) is feasible given the physical environment (the type and size of the teaching room, its location, and facilities), the time available (both for preparation and teaching).

At this stage, start thinking about the materials and equipment you will require during your teaching session (Step 4 of lesson plan). Make a checklist to help you remember what you will need. This would include text books, journal articles, worksheets or handouts, flip charts and pens, computers, projectors, internet access, whiteboard marker pens, etc. It is a good idea to list other things such as a bottle of drinking water, a laser pointer or remote slide controller that you might want for your personal use.

The final step is evaluation (step 5 of lesson plan) of the learning gained by the learners and the delivery of the session by the teacher. In terms of student evaluation, consider whether the session was too difficult, too easy or just right; did the learners appear motivated, and if so, why or why not; and finally, did the students achieve the learning outcomes? As this is the primary aim of any lesson, this aspect requires careful planning, delivery and reflection.

In terms of teacher evaluation, reflect on whether your session plan and sequence of activities worked well or could have been better; whether the learners behaved appropriately and as expected; did they remain interested throughout and contribute; was your questioning/ discussion effective? Finally, reflect on your learning from this experience and think about what you might amend/improve your input if you were to repeat this session in future.

## **2. Spotlight the technique of lesson making plans**

### **ANS**

A lesson plan is a teacher's detailed description of the course of instruction or "learning trajectory" for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details will vary depending on the preference of the teacher, subject being covered, and the needs of the students. There may be requirements mandated by the school system regarding the plan. A lesson plan is the teacher's guide for running a particular lesson, and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method, procedure) and a way of measuring how well the goal was reached (test, worksheet, homework etc.).

1 For new teachers who are learning their craft and seasoned veterans who are implementing new curriculum, lesson planning can be daunting. Teachers struggle to cover as much of the curriculum as possible while also differentiating instruction to meet students' learning styles and multiple intelligences. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning.

2 A successful lesson plan addresses and integrates these three key components:

- Objectives for student learning
- Teaching/learning activities
- Strategies to check student understanding

Specifying concrete objectives for student learning will help you determine the kinds of teaching and learning activities you will use in class, while those activities will define how you will check whether the learning objectives have been accomplished.

### **Step 1: Establish the Learning Outcomes**

Setting the learning outcomes for a lesson plan is critical for ensuring that students learn consistently across classes or courses. The curriculum (state standards) is the basis for every lesson. Learning outcomes define what the students need to achieve by the end of the lesson. Teaching with the end result in mind increases the likelihood that the expected learning outcomes and activities are aligned.

These outcomes should include clear goals so teachers can align the learning and assessment activities tightly to the objectives.

### **Step 2: Include Any Relevant Resource Materials for the Lesson**

Integrating relevant and interesting learning tools into the classroom helps improve learning and participation. These might include things such as presentations, handouts, online videos, pages from a book, etc.

### **Step 3: Cite Lesson Plan Procedures**

Make sure to provide a level of detail in the descriptions of your lessons that will support efficient instruction and learning. Include all the specific information needed to facilitate a more effective flow of discussion.

In addition to the topic and lesson objectives, identify all the relevant resource materials for the lesson including the delivery method, student grouping, activities, etc.

### **Step 4: Create Instructional Activities or Independent Practice**

Include independent practice or activities that you'd like your students to participate in. Consider different projects on a lesson to assess students on their academic abilities and areas for growth. Instructional practices should address various modalities of learning throughout the lesson.

### **Step 5: Reflect and Plan Lesson Closure**

Once you've completed your plan, take a few moments to assess yourself and consider what you can do to improve the lesson plan's effectiveness. Any further thoughts or notes on the future stages should be included here. During closure formative assessment of students' learning needs to occur. Lesson closing notes are a great way to reinforce what students have learned as students and teachers will both benefit.

### **Things to Consider When Making a Lesson Plan**

Before creating a lesson plan, it's essential to know the best practices that you can apply for effective implementation. Here are a few points of note:

#### **Prepare and Get to Know Your Students**

Before creating a lesson plan, it is critical to understand your students thoroughly. Students do not care what you know until they know that you care. Developing an appropriate professional rapport with your students is vital to their success. Then you should investigate what instructional style best benefits them by identifying their ability, attention span, degree of subject knowledge, the intensity of the lesson, and how they would manage it. Planning a lesson for a specific topic can be complicated and a little overwhelming at first. The good thing is once you've created a lesson plan for one topic, you no longer need to start from scratch.

### **Ensure Mastery of the Topic**

Lesson planning may be simple, but you cannot teach something you don't fully understand. Before creating a lesson plan, double-check your mastery of the concepts, definitions, applications, and search for new updated information on the topic.

### **Curate Your Tools and Resources**

Teachers should consider using new tools such as instructional games, quizzes, and many more formats that can be found online. Simple online research can help teachers find resources that match their lessons to benefit both you and your students.

### **Prepare a Backup Plan**

Things may not always go as planned so it's always a good idea to have a backup plan. Accidents happen, unexpected events occur, unscheduled guests show up for lectures—or a slew of other circumstances might throw your plans off. So, it's always a good idea to think ahead—and always have a Plan B.

### **Benefits of Creating Lesson Plans**

Lesson plans help hone a teacher's skills and fine-tune their responsibilities. The following are a few additional benefits for generating an effective lesson plan.

#### **It Aids in Organizing Online Classes**

One of the most critical advantages of lesson plans is that they help you stay organized. This outline creates a macro picture of the course rather than just the individual portions. Teachers can contemplate more about the length of time needed for delivering each subject, as well as the sequence in which each theme will be presented because they will know exactly what to teach even before they can formally begin a discussion.

#### **It Gives You Access to Resources and Tools**

Teachers can utilize a lesson plan to determine which tools and resources are appropriate for their content and when to use them. In addition, teachers can use various educational technologies to increase the quality of their online classes.

You may experience challenges or perhaps forget to utilize other tools if you solely focus on one or two resources. It's much easier to plan which materials you'll need—a lesson plan presents the perfect opportunity to do it.

### **It Allows for Potential Adjustments**

Teachers may discover that particular topics need revisiting, materials need updating, or a lesson requires special attention while developing the lesson plan. Creating a lesson plan provides a foundation for reflection and adjustments for future instruction. Teachers' reflection and revision of content delivery allows for lesson plans to become artifacts that describe students' progress.

Many activities can be used to engage learners. The activity types (i.e. what the student is doing) and their examples provided below are by no means an exhaustive list, but will help you in thinking through how best to design and deliver high impact learning experiences for your students in a typical lesson.

### **Q.3**

**What is motivation? Write a brief note on the theories of motivation.**

### **ANS**

Some of the most important theories of motivation are as follows:

1. Maslow's Need Hierarchy Theory
2. Herzberg's Motivation Hygiene Theory
3. McClelland's Need Theory
4. McGregor's Participation Theory
5. Urwick's Theory Z
6. Argyris's Theory
7. Vroom's Expectancy Theory
8. Porter and Lawler's Expectancy Theory

From the very beginning, when the human organisations were established, various thinkers have tried to find out the answer to what motivates people to work. Different approaches applied by them have resulted in a number of theories concerning motivation.

These are discussed in brief in that order.

### **1. Maslow's Need Hierarchy Theory:**

It is probably safe to say that the most well-known theory of motivation is Maslow's need hierarchy theory. Maslow's theory is based on the human needs. Drawing chiefly on his clinical experience, he classified all human needs into a hierarchical manner from the lower to the higher order.

In essence, he believed that once a given level of need is satisfied, it no longer serves to motivate man. Then, the next higher level of need has to be activated in order to motivate the man. Maslow identified five levels in his need hierarchy as shown in figure 17.2.

#### **These are now discussed one by one:**

##### **1. Physiological Needs:**

These needs are basic to human life and, hence, include food, clothing, shelter, air, water and necessities of life. These needs relate to the survival and maintenance of human life. They exert tremendous influence on human behaviour. These needs are to be met first at least partly before higher level needs emerge. Once physiological needs are satisfied, they no longer motivate the man.

##### **2. Safety Needs:**

After satisfying the physiological needs, the next needs felt are called safety and security needs. These needs find expression in such desires as economic security and protection from physical dangers. Meeting these needs requires more money and, hence, the individual is prompted to work more. Like physiological needs, these become inactive once they are satisfied.

##### **3. Social Needs:**

Man is a social being. He is, therefore, interested in social interaction, companionship, belongingness, etc. It is this socialising and belongingness why individuals prefer to work in groups and especially older people go to work.

##### **4. Esteem Needs:**

These needs refer to self-esteem and self-respect. They include such needs which indicate self-confidence, achievement, competence, knowledge and independence. The fulfillment of esteem needs leads to self-confidence, strength and capability of being useful in the

organisation. However, inability to fulfill these needs results in feeling like inferiority, weakness and helplessness.

### **5. Self-Actualisation Needs:**

This level represents the culmination of all the lower, intermediate, and higher needs of human beings. In other words, the final step under the need hierarchy model is the need for self-actualization. This refers to fulfillment.

The term self-actualization was coined by Kurt Goldstein and means to become actualized in what one is potentially good at. In effect, self-actualization is the person's motivation to transform perception of self into reality.

According to Maslow, the human needs follow a definite sequence of domination. The second need does not arise until the first is reasonably satisfied, and the third need does not emerge until the first two needs have been reasonably satisfied and it goes on. The other side of the need hierarchy is that human needs are unlimited. However, Maslow's need hierarchy-theory is not without its detractors.

Content (or need) theories of motivation focus on factors internal to the individual that energize and direct behavior. In general, such theories regard motivation as the product of internal drives that compel an individual to act or move (hence, "motivate") toward the satisfaction of individual needs. The content theories of motivation are based in large part on early theories of motivation that traced the paths of action backward to their perceived origin in internal drives. Major content theories of motivation are Maslow's hierarchy of needs, Alderfer's ERG theory, Herzberg's motivator-hygiene theory, and McClelland's learned needs or three-needs theory.

**Alderfer's ERG Theory.** The ERG theory is an extension of Maslow's hierarchy of needs. Alderfer suggested that needs could be classified into three categories, rather than five. These three types of needs are existence, relatedness, and growth. Existence needs are similar to Maslow's

physiological and safety need categories. Relatedness needs involve interpersonal relationships and are comparable to aspects of Maslow's belongingness and esteem needs. Growth needs are those related to the attainment of one's potential and are associated with Maslow's esteem and self-actualization needs.

The ERG theory differs from the hierarchy of needs in that it does not suggest that lower-level needs must be completely satisfied before upper-level needs become motivational. ERG theory also suggests that if an individual is continually unable to meet upper-level needs that the person will regress and lower-level needs become the major determinants of



their motivation. ERG theory's implications for managers are similar to those for the needs hierarchy: managers should focus on meeting employees' existence, relatedness, and growth needs, though without necessarily applying the provision that job-safety concerns necessarily take precedence over challenging and fulfilling job requirements.

**Motivator-Hygiene Theory.** Frederick Herzberg developed the motivator-hygiene theory. This theory is closely related to Maslow's hierarchy of needs but relates more specifically to how individuals are motivated in the work-place. Based on his research, Herzberg argued that meeting the lower-level needs (hygiene factors) of individuals would not motivate them to exert effort, but would only prevent them from being dissatisfied. Only if higher-level needs (motivators) were met would individuals be motivated.

The implication for managers of the motivator-hygiene theory is that meeting employees lower-level needs by improving pay, benefits, safety, and other job-contextual factors will prevent employees from becoming actively dissatisfied but will not motivate them to exert additional effort toward better performance. To motivate workers, according to the theory, managers must focus on changing the intrinsic nature and content of jobs themselves by “enriching” them to increase employees' autonomy and their opportunities to take on additional responsibility, gain recognition, and develop their skills and careers.

**McClelland's Learned Needs Theory.** McClelland's theory suggests that individuals learn needs from their culture. Three of the primary needs in this theory are the need for affiliation (n Aff), the need for power (n Pow), and the need for achievement (n Ach). The need for affiliation is a desire to establish social relationships with others. The need for power reflects a desire to control one's environment and influence others. The need for achievement is a desire to take responsibility, set challenging goals, and obtain performance feedback.

The main point of the learned needs theory is that when one of these needs is strong in a person, it has the potential to motivate behavior that leads to its satisfaction. Thus, managers should attempt to develop an understanding of whether and to what degree their employees have one or more of these needs, and the extent to which their jobs can be structured to satisfy them.

## **MAJOR PROCESS THEORIES**

Process (or cognitive) theories of motivation focus on conscious human decision processes as an explanation of motivation. The process theories are concerned with determining how individual behavior is energized, directed, and maintained in the specifically willed and self-directed human cognitive processes. Process theories of motivation are based on early cognitive theories, which posit that behavior is the result of conscious decision-making

processes. The major process theories of motivation are expectancy theory, equity theory, goal-setting theory, and reinforcement theory.

**Expectancy Theory.** In the early 1960s, Victor Vroom applied concepts of behavioral research conducted in the 1930s by Kurt Lewin and Edward Tolman directly to work motivation. Basically, Vroom suggested that individuals choose work behaviors that they believe lead to outcomes they value. In deciding how much effort to put into a work behavior, individuals are likely to consider:

- Their expectancy, meaning the degree to which they believe that putting forth effort will lead to a given level of performance
- Their instrumentality, or the degree to which they believe that a given level of performance will result in certain outcomes or rewards
- Their valence, which is the extent to which the expected outcomes are attractive or unattractive

All three of these factors are expected to influence motivation in a multiplicative fashion, so that for an individual to be highly motivated, all three of the components of the expectancy model must be high. And, if even one of these is zero (e.g., instrumentality and valence are high, but expectancy is completely absent), the person will have no motivation for the task. Thus, managers should attempt, to the extent possible, to ensure that their employees believe that increased effort will improve performance and that performance will lead to valued rewards.

In the late 1960s, Porter and Lawler published an extension of the Vroom expectancy model, which is known as the Porter-Lawler expectancy model or simply the Porter-Lawler model. Although the basic premise of the Porter-Lawler model is the same as for Vroom's model, the Porter-Lawler model is more complex in a number of ways. It suggests that increased effort does not automatically lead to improved performance because individuals may not

possess the necessary abilities needed to achieve high levels of performance, or because they may have an inadequate or vague perception of how to perform necessary tasks. Without an understanding of how to direct effort effectively, individuals may exert considerable effort without a corresponding increase in performance.

# Theories of Motivation

## Content Theory

- Maslow's Theory
- Alderfer's Theory
- Herzberg's Theory
- McClelland's Theory

## Process Theory

- Equity Theory
- Vroom's Expectancy Theory
- Porter-Lawler Theory

### Q.4

Discuss merits and demerits of inquiring approach.

### ANS

An old adage states: "Tell me and I forget, show me and I remember, involve me and I understand." The last part of this statement is the essence of inquiry-based learning, says our workshop author **Joe Exline**<sup>1</sup>. Inquiry implies involvement that leads to understanding. Furthermore, involvement in learning implies possessing skills and attitudes that permit you to seek resolutions to questions and issues while you construct new knowledge.

"Inquiry" is defined as "a seeking for truth, information, or knowledge -- seeking information by questioning." Individuals carry on the process of inquiry from the time they are born until they die. This is true even though they might not reflect upon the process. Infants begin to make sense of the world by inquiring. From birth, babies observe faces that come near, they grasp objects, they put things in their mouths, and they turn toward voices. The process of inquiring begins with gathering information and data through applying the human senses -- seeing, hearing, touching, tasting, and smelling.

## **A Context for Inquiry**

Unfortunately, our traditional educational system has worked in a way that discourages the natural process of inquiry. Students become less prone to ask questions as they move through the grade levels. In traditional schools, students learn not to ask too many questions, instead to listen and repeat the expected answers.

Some of the discouragement of our natural inquiry process may come from a lack of understanding about the deeper nature of inquiry-based learning. There is even a tendency to view it as "fluff" learning. Effective inquiry is more than just asking questions. A complex process is involved when individuals attempt to convert information and data into useful knowledge. Useful application of inquiry learning involves several factors: a context for questions, a framework for questions, a focus for questions, and different levels of questions. Well-designed inquiry learning produces knowledge formation that can be widely applied.

### **Demerits of the inquiring approach:**

**Time-consuming:** Inquiry-based learning requires time for students to explore and investigate concepts. This approach may not be suitable for covering a large amount of content within a limited timeframe. In a curriculum with a fixed syllabus, it can be challenging to allocate enough time for inquiry-based activities.

**Lack of structure:** The inquiring approach often lacks a predefined structure, which can be challenging for some students. Without clear guidelines and specific steps, students may struggle with the open-ended nature of inquiry-based learning. Some students may prefer a more structured and directed approach to learning.

**Unequal student outcomes:** The inquiry-based approach relies heavily on students' individual motivation, curiosity, and ability to drive their learning. This can lead to varied outcomes among students. Some students may excel in self-directed learning, while others may struggle without sufficient guidance and support. The success of the approach depends on students' prior knowledge, skills, and personal characteristics.

**Assessment challenges:** Assessing students' learning outcomes in inquiry-based approaches can be complex. Traditional forms of assessment, such as standardized tests, may not effectively capture the depth of understanding and critical thinking skills developed through inquiry-based learning. Developing appropriate assessment methods that align with the goals of inquiry-based approaches can be a challenge.

In conclusion, the inquiring approach offers numerous merits, including active engagement, critical thinking skills, depth of understanding, and increased motivation.

However, it also has its demerits, such as being time-consuming, lacking structure, leading to unequal student outcomes, and presenting assessment challenges. Implementing the inquiring approach effectively requires careful planning, support, and adaptation to meet the needs of diverse learners.



### **The hazards of Inquiry-based totally mastering**

In concept, inquiry-based learning is a super device that maximizes engagement and gives college students a chance to extract which means and purpose from their education. However, the trouble with theoretical studying strategies is they don't always stand the take a look at of actual-global application.

Right here are some of the negative aspects associated with this learning fashion.

Poorer standardized checking out overall performance. when too much time is devoted to scholar inquiries, there's always the threat that critical "core" topics might be left out. naturally, this hurts standardized testing overall performance. And in a world in which standardized tests play a key function in faculty accreditation and investment, this may end up a real hassle.

### **Student embarrassment**

In inquiry-based totally gaining knowledge of, college students are required to speak up and take part. For the maximum component, this is a great issue. But, there's also the

hazard of embarrassing college students who won't be short thinkers (or who be afflicted by learning disabilities and processing issues).

### **Teacher unpreparedness**

For sure teachers, inquiry-based getting to know is too haphazard. It prevents them from being able to put together nicely, which hurts their capability to have interaction students on a meaningful stage. And any time a trainer is unprepared, the classroom suffers as a result.

## **Q.5**

### **Write notes on the following:**

#### **i. New themes in teaching**

#### **ANS**

**Technology integration:** With the quick development of technology, this subject has gained a lot of attention. In order to improve instruction, engage students, and support individualized learning experiences, educators are investigating how to make use of digital tools, online platforms, and multimedia resources.

**Project-based learning (PBL)** is a methodology that prioritizes practical, real-world learning activities. Long-term projects that students work on require them to conduct research, work in teams, and use their expertise to solve problems in the real world. PBL encourages critical thinking, creativity, and problem-solving techniques.

**Personalized learning:** Personalized learning recognizes that students have different learning styles, interests, and strengths. This approach aims to tailor instruction to meet individual student needs and preferences. Educators use adaptive learning technologies, flexible pacing, and differentiated instruction to create personalized learning pathways for students.

**Social-emotional learning (SEL):** Social-emotional learning focuses on developing students' social and emotional skills, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Educators incorporate SEL into their teaching to support students' well-being, empathy, resilience, and positive relationships.

**Culturally responsive teaching:** Culturally responsive teaching emphasizes recognizing and valuing students' diverse cultural backgrounds and identities. Educators create inclusive and equitable learning environments by incorporating culturally relevant content, engaging in dialogue that respects different perspectives, and promoting social justice.

**Global citizenship education:** Global citizenship education prepares students to understand and address global challenges, appreciate cultural diversity, and contribute positively to society. It fosters students' awareness of global issues, empathy for others, intercultural competence, and a sense of responsibility towards the planet.

**Environmental sustainability education:** Environmental sustainability education focuses on promoting ecological awareness, environmental stewardship, and sustainable practices. Teachers incorporate concepts of environmental sustainability across different subjects to develop students' understanding of environmental issues and encourage responsible actions.

**Mindfulness and well-being:** Mindfulness practices and well-being initiatives are gaining attention in education. These approaches aim to support students' mental health, emotional well-being, and resilience. Educators incorporate mindfulness exercises, relaxation techniques, and well-being strategies into the curriculum to promote a positive and balanced learning environment.

**STEAM education:** STEAM (Science, Technology, Engineering, Arts, and Mathematics) education integrates these disciplines to foster creativity, critical thinking, and problem-solving skills. It emphasizes interdisciplinary learning, hands-on experimentation, and the application of knowledge to real-world contexts.

These themes reflect the evolving landscape of education and address the needs of students in the 21st century. As teaching practices continue to evolve, educators are exploring innovative approaches that empower students, promote deeper learning, and prepare them for the challenges and opportunities of the future.

Coaching practices and methodologies always evolve to meet the converting wishes and needs of the training panorama. Right here are some new issues that have emerged in coaching:

1. **Personalized getting to know:** customized studying focuses on tailoring training to the person wishes, interests, and getting to know kinds of college students. It emphasizes student business enterprise and autonomy, allowing beginners to set dreams, choose mastering paths, and progress at their very own tempo. Technology performs a vital position in facilitating personalized learning with the aid of imparting adaptive learning structures, data analytics, and virtual sources.

2. **Blended mastering:** blended learning combines traditional face-to-face coaching with online learning reviews. It integrates technology tools and digital sources into the

lecture room, imparting a more flexible and personalized gaining knowledge of surroundings. Combined gaining knowledge of fashions range, but usually include a mix of in-individual education, on-line modules, collaborative activities, and independent work.

**3. venture-based totally mastering:** venture-based learning (PBL) specializes in attractive students in actual-world, fingers-on tasks that require vital questioning, hassle-fixing, and collaboration. Students inspect and explore actual problems, create tangible products or solutions, and present their findings. PBL promotes deeper understanding, software of understanding, and the development of critical competencies which includes teamwork and verbal exchange.

**4. Inquiry-primarily based gaining knowledge of:** Inquiry-based learning facilities round student-led investigations and questioning. It encourages students to invite their own questions, explore subjects of hobby, gather information, and construct meaning through active participation. Teachers act as facilitators, guiding students thru the inquiry process and supplying support as needed.

**5. Social and Emotional gaining knowledge of (SEL):** SEL specializes in the development of college students' social and emotional abilities, along with self-consciousness, self-control, social attention, dating abilities, and responsible decision-making. It recognizes the importance of emotional nicely-being and tremendous relationships in fostering instructional success and average lifestyles pleasure.

## **ii. Course and unit planning**

Route and unit planning entails designing a established and coherent framework for teaching and getting to know. Right here are a few key aspects of route and unit planning:

**1. Course planning:** route making plans refers to the technique of designing a curriculum for a whole course or challenge area. It entails identifying the scope and sequence of topics to be blanketed, determining getting to know goals, selecting educational materials, and organizing tests. Course planning ensures a logical development of content and skills align with standards or curriculum pointers, and offers a complete mastering enjoys for college kids.

**2. Unit planning:** Unit planning makes a specialty of designing a selected unit of guidance inside a route. It involves breaking down the route content material into practicable chunks, putting clear gaining knowledge of goals for the unit, and growing a sequence of lessons and activities to achieve the ones objectives. Unit planning allows teachers to scaffold mastering, join associated principles, and offer a coherent and targeted gaining knowledge of enjoy.



**3. Backward layout:** Backward layout is a making plans method that begins with identifying desired studying outcomes after which works backward to decide the academic strategies, assessments, and sources needed to gain those outcomes. It entails three levels: figuring out preferred outcomes (mastering goals), determining desirable evidence of getting to know (exams), and making plans gaining knowledge of reports and guidance.

**4. Alignment:** direction and unit planning emphasize aligning diverse additives of coaching, which includes getting to know objectives, exams, educational sports, and sources. Alignment ensures that all elements paintings together cohesively to guide student learning. It enables hold consistency, coherence, and a clear connection between what's taught and the way it's miles assessed.

**5. Flexibility and Differentiation:** effective direction and unit making plans take into account the various desires and abilities of college students. Teachers incorporate flexibility and differentiation techniques to accommodate various getting to know styles, interests, and readiness degrees. This consists of imparting alternative educational processes, offering preference in assignments or tests, and adapting materials or resources to satisfy character scholar desires.

**6. Evaluation strategies:** direction and unit planning involve figuring out suitable evaluation strategies to degree pupil learning. Instructors pick and layout checks that align with the getting to know goals and provide opportunities for college students to illustrate their know-how and abilities. This could consist of a aggregate of formative assessments (e.g., quizzes, magnificence discussions) and summative assessments (e.g., exams, initiatives) to display development and evaluate overall achievement.

**7. Differentiating training:** route and unit making plans also contain considering the diverse desires and abilities of students. Teachers plan for differentiation by incorporating various educational strategies, resorts, and changes to make certain that all newbies can get right of entry to and interact with the content material. This can encompass presenting additional guide for suffering college students, extending mastering for advanced students, or presenting opportunity assignments to cater to person needs.

**8. Integration of generation:** path and unit making plans can consist of the integration of technology to beautify teaching and studying. Teachers discover suitable digital equipment, assets, and systems that may help instruction, interaction students, and provide possibilities for collaboration and creativity. This could involve utilizing on-line studying control structures, instructional apps, multimedia displays, or digital simulations to supplement and enhance the getting to know enjoy.

**9. Reflection and Revision:** powerful route and unit making plans involve everyday mirrored image and revision. Teachers mirror on the effectiveness of their academic

techniques, checks, and resources. They evaluate student overall performance, consider comments from college students, and make necessary modifications to enhance future teaching and studying experiences. Reflection and revision ensure continuous development and help address any gaps or demanding situations inside the academic design.

**10. Integration of cross-Curricular Connections:** course and unit planning provide possibilities for integrating go-curricular connections. Instructors become aware of regions of overlap among special topics or disciplines and plan sports or initiatives that integrate multiple content material regions. This approach fosters a holistic understanding of concepts, promotes critical wondering, and enables students see the interconnectedness of diverse subjects.

**11. Long-term making plans:** course making plans additionally includes lengthy-term making plans, wherein instructors do not forget the progression of competencies and expertise across special grade ranges or courses. They align getting to know objectives, content, and checks to make certain a coherent and scaffold mastering revel in for college students as they development via their academic adventure.